

4-15-2013

Comprehensible Output and the Effects of Music and Movement in Spanish Language Acquisition

Tricia Pinkert-Branner

Department of Modern Languages & Literatures, Boise State University



The Effects of Music and Movement in Second Language Acquisition

Department of World Languages

SRI Fellow: Tricia Pinkert-Branner

Faculty Mentor: Dr. Kelly Arispe

Music and Vocabulary Learning

- Uncommon words: Using background music resulted in 11.6% increase in understanding & retention
- Common words: Using background music resulted in 5.8% increase in understanding and retention

(De Groot, 2006)

Music, Pictures and Vocabulary Learning

- When combined, music and illustrations greatly improved understanding and retention
- Additional explanation and assessments less than a week following the lesson showed a 39% increase in understanding and retention

(Medina, 1990)

Movement, Gestures and Communication

- Meaningful communication depends on gestures and movement: 70% (Del Campo, 2009).
- We rely on gestures and nonverbal communication to communicate (Corballis, 2009).

Earworms

- Catchy songs get stuck in our brains when:
 - we are in low attention states
 - they trigger a memory
 - we are exposed to music(Willamson and Müllensiefen, 2012)
- Earworms contain small pitch intervals and long note duration
- People who play instruments are more likely to become “infected” with earworms
(Francois and Schon, 2011)

Research Questions

- Does music with movement benefit Second Language Acquisition?
- Can earworms be a positive factor in continuous learning?
- Does the treatment facilitate vocabulary receptive and productive knowledge?

The Study

Treatment: music & movement lesson (15minutes)

1. Classical music with earworm components
2. Chanting the vocabulary to the beat
3. Tables are point of reference
4. Moving to the space that represents the preposition
5. Repeated 4x

Orchestra Song

by Robert Schumann



Assessments

Baseline: Determines whether they've seen, know or can use prepositions

Immediate post-test: recognition task







Delayed post-test: production task & survey

Delayed Post-Test

E

Identifying# 1

Instructions: You are sitting in the chair. 1) Place an X on an area of the table or close to the table 2) Write the name of the preposition that illustrates the X (*la equis*) in relationship to the table (*la mesa*). 3) Write a sentence in Spanish, using the words you learned in our recent lesson, to describe the X (*la equis*) and the table (*la mesa*).

1 Preposition: _____  Sentence: _____ _____	2 Preposition: _____  Sentence: _____ _____	3 Preposition: _____  Sentence: _____ _____
4 Preposition: _____  Sentence: _____ _____	5 Preposition: _____  Sentence: _____ _____	6 Preposition: _____  Sentence: _____ _____

Progress

- Initial coding has begun; analysis still to be determined
- Larger sample size was needed; additional experimental group was added ($N = 70$)

Acknowledgements

This project would not be possible without the support, encouragement and advice from the following people and departments:

Dr. Kelly Arispe

Student Research Initiatives

Dr. Liljana Babinkostova

World Languages Department

Martha Mendoza

BSU Research Donors

Flor Waldner

Dr. Nancy Gray

Letty Fenner

Dr. Robert Bahruth

Dr. María Alicia Garza

Dr. Memo Córdoba

References

Corballis, M. C. (2009). Language as gesture. *ELSEVIER*, 28(5), 556-565.

Del Campo, P. (1997). *La música como proceso humano*. Salamanca, España: Amarú.

De Groot, A. M. (2006). Effects of Stimulus Characteristics and Background Music on Foreign Language Vocabulary Learning and Forgetting. *Language Learning*, 56(3), 463-506.

Francois, C., & Schön, D. (2011). Musical Expertise Boosts Implicit Learning of Both Musical and Linguistic Structures. *Cerebral Cortex*, 21(10), 2357-2365.

Medina, S. (1990). The effect s of music upon secondary language vocabulary acquisition. Paper presented at the Annual Meeting of the Teachers of English of Other Languages. March 1990. San Francisco: CA

Williamson, V. J., & Müllensiefen, D. (2012, July). Earworms from Three Angles: Situational Antecedents, Personality Predisposition and the Quest for a Musical Formula. Home, Goldsmiths, University of London.